Leadership Practices for Professional Assistance of Teachers in Secondary Schools

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Research Highlights

The present study aimed to explore the leadership practices for professional assistance of secondary school teachers. It was assumed that leadership active role in various types of teachers’ professional assistance can enhance their job performance which in turn promotes quality in teaching and learning process. The study reports that school heads play a significant role in teachers’ professional assistance but it was limited to instructional and professional areas only. Teachers’ emotional side also required active and effective leadership practices of professional assistance for quality performance. Further School heads in public sector facilitate their teachers more as compare to those in private sector. Similarly experienced teachers reports more support from their heads as compare to newly inducted teachers. Gender differences in professional assistance of experienced and newly inducted teachers were also found. Female newly inducted teachers receive more facilitation from their heads as compare to male. Same case is reported for professional assistance of experienced teachers. The present study suggests a need based training program for school leadership to adopt innovative strategies for assistance of their teachers alongwith sound measures taken by the government.

Research Objectives

The present study aimed to identify that to what extent and what type of professional assistance is being provided by the heads. Because it is believed that without providing an adequate professional assistance quality performance from teachers cannot be achieved. Ross, Vescio, Tricarico, and Short (2011), opined that school heads has a key role in creating a school-wide culture for teachers that reflects an ethos of support, open communication, collaboration and continuous learning. In case of Pakistan Memon (2007), concluded that without improving teachers' quality of teaching, the quality of education cannot be improved. This notion further seek out the attention of international agencies as UNESCO (2011) published an analysis of this situation and reported that there is no concept of providing support from school organization in Pakistan. Whitaker (2003) suggests an option to increase productivity of heads “teachers should be placed in situations where they can learn from other teachers” (p.32). It will allow teachers to discuss student performance, curriculum, and instruction with their colleagues, as well as, provide encouragement and support (Eliezer & Efrat, 2017).
Following research questions were guiding this study:

- To what extent secondary school teachers get professional assistance from school leadership?
- Which type of professional assistance is being provided by leadership to secondary school teachers?
- Is there any significant difference between professional assistance of experienced teachers and newly inducted teachers?
- Is there any significant difference between professional assistance of male and female teachers?

**Methodology**

A simple random sampling technique was applied to select the study sample from the population, which comprised of all the public and private schools in Lahore. In total 100 teachers from 10 randomly selected secondary schools were selected. Moreover, 50 teachers from the public and 50 teachers from the private secondary schools were purposively involved in this study.

A self-developed research instrument was used to collect the data for this study. This questionnaire probed work history, demographic and perceived professional assistance dimensions. This professional assistance scale was divided into three categories:

- **Instructional area**: Diagnosing, lesson planning and pedagogies, evaluating and reporting.
- **Professional area**: Institutional expectations, policies and procedures, roles, rights and responsibilities.
- **Personal and Emotional area**: Moral support, well-being and encouragement.

To find out reliability and validity, Questionnaire was distributed among 50 teachers from purposively selected schools. Reliability was found to be 0.82 while senior mentors and experts in the area acknowledge its face and content validity.
Results

The extent of professional assistance received by secondary school teachers was reported as 8% men and 24% women do not get professional assistance in instructional area, while 46% men and women get it after a week, 26% men and 18% women get training after two weeks and 20% men and 12% women get professional assistance in instructional area on a monthly basis. In professional area 30% men and 18% women don’t get any professional assistance while in emotional area it was found that 22% men and 26% women don’t get professional assistance from their heads.

Chi-square test for independence was applied in order to test whether there is any association between gender and professional assistance. The test indicated that there is no significant difference between professional assistance of male and female teachers $\chi^2 (3, n = 100) = 6.310, p<0.05$.

Results showed that 10% public and 22% private secondary school teachers do not get professional assistance in instructional area, while 34% public and 26% private secondary school teachers do not get professional assistance in professional area while in emotional area 26% public and 22% private secondary school teachers do not get professional assistance.

It is identified that out of 31 newly inducted teachers with (1-5 years) experience, (19.4%) do not get professional assistance while out of 69 experienced teachers with (6-20 years) experience, (26.1%) do not get professional assistance. Chi-square test indicated that there is no significant difference between professional assistance of experienced teachers and newly inducted teachers $\chi^2 (3, n = 100) = 2.405, p<0.493$.

Further, it is found that out of 14 newly inducted male teachers, (35.7%) do not get professional assistance while out of 36 experienced male teachers, (33.3%) do not get professional assistance. Regarding female 6% newly inducted teachers and 18% experienced female teachers do not get professional assistance.

Findings

Results indicated that school heads play a significant role in teachers’ professional assistance however it was limited to instructional area only. Teachers’ professional and emotional aspects also required active and effective leadership practices of professional assistance for quality performance. Further School heads in public sector facilitate their teachers more as...
compare to those in private sector. Similarly experienced teachers reports more support from their heads as compare to newly inducted teachers. Gender differences in professional assistance of experienced and newly inducted teachers were also found. Female new inducted teachers receive more facilitation from their heads as compare to male. Same case is reported for professional assistance of experienced teachers.

References


